MULTIMEDIA UNIVERSITY

STUDENT ID NO

MULTIMEDIA UNIVERSITY

FINAL EXAMINATION

TRIMESTER 2, 2022/2023 (TERM ID 2220)

DEN5018 – ENGLISH

(All Groups)

8 JULY 2023
9.00 a.m. – 11.00 a.m.
(2 Hours)

INSTRUCTIONS TO STUDENT

1. This question paper consists of **EIGHT** pages only.
2. Answer **ALL** questions in **Sections A** and **B**.
3. Please write all your answers in the answer booklet provided.

SECTION A: READING AND VOCABULARY [25 MARKS]

Read the passage below and answer all questions.

How Does 'Emotional Intelligence' Impact Academic Performance?

1 What is more important in determining life success - book smarts or street smarts? This question gets at the heart of an important debate contrasting the importance of intellectual intelligence and emotional intelligence. While the term 'intellectual intelligence' refers to a very general mental capability to reason, comprehend complex ideas and learn quickly, the term 'emotional intelligence' refers to the ability to identify and control your own emotions and to have an awareness of the emotions of others.

2 According to Daniel Goleman, an American psychologist, emotional intelligence is more important in contributing to life success than pure intellect and expertise. Based on his research, he further explains that intellectual intelligence makes up only 20 percent of the factors that determine life success, while other factors, such as emotional intelligence, wealth, and family education levels make up the balance.

3 In her study, 'Emotional Intelligence Predicts Academic Performance: A Meta-Analysis', Carolyn MacCann and her team analysed more than 160 Emotional Intelligence-based studies from various databases. Representing more than 42,000 students worldwide from primary to university level, the selection of studies that they chose was a balance of different levels of education. MacCann said, 'Although high intelligence and hard work are necessary for academic success, our research highlights that a third factor, which is emotional intelligence, also helps students succeed.' Her study proves that it is not enough to be smart and hardworking, but students must also be able to understand and manage their emotions to succeed at school.

4 Another important discovery from this study is that emotional intelligence encompasses a wide range of human social skills and strengths that are essential to influence other people's emotions effectively, and it is not only limited to the understanding and managing of own emotions. For instance, they discovered that these strengths often include skills such as leadership, communication, teamwork, conflict management and intercultural competencies.

5 Most people find it more difficult to detect another person's emotions and social needs from texts compared to face-to-face interactions; therefore, greater emotional skills are required to build relationships with instructors or other students in an online environment. Moreover, social and emotional skills are increasingly important as higher education involves a greater amount of online interaction and content.

6 There are three reasons why emotional intelligence relates to higher academic performance. First, emotional intelligence helps students cope with emotions in the academic environment. Students can feel anxious about exams, feel disappointed with poor results, feel frustrated with failures, or feel bored with the uninteresting subject matter. Being able to regulate these emotions so they do not interfere with learning helps students achieve academic success. Second, emotional intelligence can help students maintain their relationships with teachers, other students, and family members. Maintaining close personal

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relationships means they can call on others for help when they struggle, learn from others in group work, or turn to others for emotional support. Third, humanities subjects (like literature or history) require some level of emotional and social knowledge. For example, the universal themes and character development in literature requires understanding human motivations and emotions.

7 Students with high emotional intelligence manage their emotions differently from students with low emotional intelligence in three ways. First, emotionally intelligent students use good processes to regulate their emotions. For example, they always look on the bright side or use positive reappraisal which is linked to better outcomes. In addition, emotionally intelligent students always take charge of their own emotions proactively by acknowledging and accepting their inner thoughts and feelings as valid. On the other hand, students with low emotional intelligence often get caught up in ruminations, which is a habit of continuously concentrating and paying too much attention on negative emotions that are linked to bad outcomes.

8 Second, emotionally intelligent students always pick problem-solving strategies that are more appropriate or effective for any difficult or challenging situations they are in. This is because they are more sensitive to key details of situations, and they are more aware of whether these situations are in their control. As a result, they are more flexible in their responses as compared to students with low emotional intelligence.

9 Third, emotionally intelligent students might implement the problem-solving strategies more efficiently. For example, when using 'positive reappraisal', emotionally intelligent students are able to carry out the chosen strategy effectively. In contrast, students with low emotional intelligence might not carry out the strategies efficiently because they are only able to think of a vague or unrealistically positive view. Another reason is, instead of implementing the right strategy, sometimes they walk away from the challenging situations to avoid having to deal with conflicts.

10 Certainly, what is clear from the study is that although emotional intelligence is an essential skill that contributes to a student's social and academic success, it is not the magic formula for gaining top academic results. It is important to stress that despite the study's results demonstrating a significant association between emotional intelligence and intellectual intelligence, merely having higher emotional intelligence does not necessarily result in a higher achievement.

Adapted from Study International. (2019, December 26). *How does 'Emotional Intelligence' impact academic performance?* https://www.studyinternational.com/news/emotional-intelligence-academic-performance/

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PART 1: CONTEXTUAL CLUES (5 MARKS)

Instruction: Provide a word from the reading passage for each definition below.

No.	Definition	Paragraph	Answer
0.	**a formal discussion on a particular matter from two sides**	**Paragraph 1**	**debate**
1.	a situation in which different elements are equal in quantity or importance	Paragraph 3	_____
2.	to experience difficulty or do something with great effort	Paragraph 6	_____
3.	acts of thinking repeatedly or carefully about an idea or a situation	Paragraph 7	_____
4.	having or showing awareness and understanding of a situation	Paragraph 8	_____
5.	to start using or to carry out a plan or a system	Paragraph 9	_____

PART 2: TRUE/FALSE STATEMENT (5 MARKS)

Instructions: Identify each statement below as True (T) or False (F).

1. Secondary school students were part of the 42,000 students worldwide participated in various studies that were analysed by Carolyn MacCann. _____
2. MacCann's team has identified the third factor that helps students succeed, which is intellectual intelligence. _____
3. Leadership, communication, and conflict management are some examples of intellectual intelligence. _____
4. Having close personal relationships enables emotionally intelligent students to reach out to their friends and teachers for assistance when needed. _____
5. When facing challenges, students with low emotional intelligence are more flexible in choosing appropriate problem-solving strategies. _____

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PART 3: COMPREHENSION QUESTIONS (15 MARKS)

Instructions: Answer all the following comprehension questions.

1. What is the definition of 'emotional intelligence'? (1 mark)

2. Compare intellectual and emotional intelligence as factors that determine life success based on Daniel Goleman's research. (2 marks)

3. From the analysis of the Emotional Intelligence-based studies, what are the findings discovered by Carolyn MacCann's team? (2 marks)

4. Why are greater emotional skills essential in an online environment at the higher education level? (2 marks)

5. State three reasons why emotional intelligence contributes to the academic success. (3 marks)

6. How do emotionally intelligent students use good processes in managing their emotions? (2 marks)

7. Why are students with low emotional intelligence unable to implement the problem-solving strategies effectively? (2 marks)

8. What is the main idea of paragraph 10? (1 mark)

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SECTION B: GRAMMAR [25 MARKS]

PART 1: WORD CLASSES (5 MARKS)

Instructions: Read the text and identify the correct word classes of the words in bold. Write your answers as shown in the example.

Example:
(0) attic – Noun

How One Woman's Pursuit of Healthy Bread Paved the Way for Pepperidge Farm

Mrs. Rudkin fenced off a corner of a garage and began work. From the basement, she salvaged an old stove. The **(0) attic** yielded a set of baby scales for weighing dough. At the outset, she decided on no compromise with quality. Instead of trying to work within a price, Mrs. Rudkin made the best **(1) loaf** she could conceive, then computed a price. It worked out to 25 cents. Commercial bakers told her that people would never pay. 'They will, if the loaf is worth 25 cents,' she insisted.

Local grocers in neighbouring towns got the first loaves she baked. **(2) They** sold out within an hour. Next, Mrs. Rudkin shakily approached the outstanding quality grocer in New York. The manager cut her sales talk short **(3) and** asked for a slice of the bread. It was the best he had tasted since he was a boy. He started off with a dozen loaves a day. Within a few months, this order grew to 200 daily. Meanwhile, the growing bakery overflowed from the garage into a nearby stable. Makeshift equipment gave way to professional ovens, and local employment **(4) boomed**.

As business grew, Mrs. Rudkin made no concession to mass-production methods. The bread was still kneaded by hand, flavoured with pure honey, and mixed with the best milk. It was set to rise in a room where **(5) humidity** was supplied by a teakettle boiling on a one-burner stove. The prime qualification of 28 young women hired was that they should know nothing about making bread. Mrs. Rudkin wanted to be sure they would do it **(6) entirely** her way.

She had no paid advertising, but doctors gave an **(7) initial** push by recommending the bread to patients. Aside from that, word-of-mouth praise from one purchaser to another pushed sales upwards. Through leaflets occasionally packed with the bread, Mrs. Rudkin **(8) announced** new products as they were added. Her most astonishing leaflet announced that the loaf size was being increased from 22 to 24 ounces. Increased sales had resulted in a saving, passed **(9) along** in this way to the consumer.

Pepperidge Farm Bread now goes out through ten distributors ranged between Boston and Washington. Four **(10) shiny** trucks cart it to 250 grocers. It is mailed to 400 individual customers all over the United States. This home-baked bread industry has presented the local community with a thriving business, 45 new jobs, and an annual payroll in excess of $50,000.

Adapted from Ratcliff, J. D. (2022, April 22). How one woman's pursuit of healthy bread paved the way for Pepperidge Farm. *Reader's Digest*. https://www.rd.com/article/pepperidge-farm-bread/

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PART 2: SUBJECT-VERB AGREEMENT (10 MARKS)

Instructions: Fill in the blanks with the correct verb as shown in the example.

How Dyslexia Changes in Other Languages

For those who **(0)__read__ (read)** effortlessly, it may be surprising to hear just how hard our brain has to work to make sense of the marks on a page. Reading books (1)_____ (require) good verbal memory. In English, a reader has to know which sounds the different letters (2)_____ (represent) and how those sounds make up words.

Children with dyslexia typically (3)_____ (struggle) with that. They may not be able to say which sounds make up the word 'hot', how they differ from 'hat', and which word you get if you switch the 'h' for a 'p'. That phonological difficulty (4)_____ (be) less of an issue in scripts with more picture-based characters, such as Japanese writing. However, that is not all there is to it.

For a start, Japanese also features words that are spelled out, but spelling those words (5)_____ (remain) easier than English. A child who speaks languages as diverse as Welsh, Spanish, Czech, Finnish and many others (6)_____ (tend) to learn to read more quickly than English speakers. Welsh children can read more words in Welsh than English children of the same age can in English. In Finland, most children can read within a few months of starting school, while it takes English-speaking children much longer.

One reason is that English is spelled somewhat chaotically. While English pronunciation of many words (7)_____ (have) changed over time, the spelling has remained the same. As a result, the way a word looks on the page may not be how it is pronounced. The same sound can be written in different ways, and the same letters may be read with a totally different sound.

In languages such as Welsh, Albanian, Spanish, Czech, Italian and German, the letters and sounds are matched much more consistently. As they are so consistent, having a weak phonological awareness (8)_____ (present) less of an obstacle in these languages. Children who are not that good at recognising sounds can still learn to read well in them.

Even those of us who may think we read English well still make a hidden effort. Eye-tracking research has shown that English adults' eyes linger more on each word. In transparent languages, the eyes just track the letters and (9)_____ (decode) the words bit by bit. English is not the only language that makes these special demands on the brain. Danish, as well as French, (10)_____ (be) found to be difficult for dyslexics. For example, Danish children take longer to learn to read, compared with children in more consistently spelled languages.

Adapted from Hardach, S. (2023, March 10). How dyslexia changes in other languages. *BBC*. https://www.bbc.com/future/article/20230302-can-dyslexia-change-in-other-languages

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PART 3: TENSES (10 MARKS)

Instructions: Read the text and choose the correct answer for each question.

Example (0) B

The History and Future of Pancakes

In 2022, researchers **(0)**_____ a cave in Iraq. While the researchers (1)_____ through the dirt and debris, they came across a small piece of charred material that caught their attention. Upon closer inspection, they realised that it was a fragment of a pancake.

Defined simply as flat cakes, pancakes were one of humanity's earliest foodstuffs. Some 30,000 years ago, Stone Age people (2)_____ flour out of cattails and ferns. To create the flat cake, they (3)_____ the powder with water before they baked the mixture on a hot rock.

Nowadays, pancakes (4)_____ a cultural staple enjoyed in various forms and celebrations worldwide. For example, every year on Shrove Tuesday, also known as Pancake Day, many people around the Western world (5)_____ eating pancakes. In Olney, a town in Buckinghamshire, UK, the Shrove Tuesday celebrations include important pancake races. Participants race through the streets while flipping pancakes in frying pans. Gemma, a resident of Olney, looks forward to the event each year. She (6)_____ part in these for the past few years and is proud to be a part of this long-standing tradition.

Currently, pancakes (7)_____ in popularity as a trendy and versatile breakfast food. More and more people are discovering creative ways to enjoy them, from the classic pancake stack to savoury variations with unique toppings and flavours. It is likely that pancakes (8)_____ to be a popular food item in many parts of the world, especially in Western countries where they are traditionally consumed on holidays such as Shrove Tuesday or for breakfast.

In the next few years, we may witness an increasing emphasis on healthier alternative ingredients, which (9)_____ to the growing demand for healthier and more diverse food options. By the year 2030, people (10)_____ the way they enjoy their pancakes to healthier options, but we can still predict that pancakes will continue to be a beloved food item for many years to come.

Adapted from Linden, G. (2023, February 21). A brief history of pancake. *Smithsonian Magazine*. https://www.smithsonianmag.com/history/a-brief-history-of-pancakes-180981667/

0.	**A. excavate**	**B. excavated**	**C. is excavating**	**D. will excavate**
1.	A. sift	B. are sifting	C. were sifting	D. will sift
2.	A. make	B. made	C. will make	D. have been making
3.	A. combined	B. will combine	C. are combining	D. were combining
4.	A. became	B. had become	C. have become	D. will become
5.	A. enjoy	B. enjoyed	C. have enjoyed	D. will enjoy
6.	A. took	B. is taking	C. had taken	D. has been taking

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7.	A. grew	B. had grown	C. will grow	D. are growing
8.	A. has continued	B. continued	C. will continue	D. had continued
9.	A. catered	B. had catered	C. were catering	D. will be catering
10.	A. have changed	B. changed	C. will have changed	D. will have been changing

End of Paper